



Thank you for participating in this important event. Your input, feedback, and support are valuable to us. Please take few minutes to answer the following questions.

1. How helpful was this Focus Groups in informing you about the development of the Learning Standards for Social-Emotional Development and Approaches to Play and Learning? (Please circle)
- | | | | |
|---------------------|----------------|-------------------------|--------------------|
| very helpful | helpful | somewhat helpful | not helpful |
| 10 | 4 | 2 | |

2. What useful information are you taking away from the Focus Group?

- Comments/ability to look at the work
- Warning about what the purpose and project is and the end result
- The need for continued conversation to gather ideas, examples and content for each standard and general feedback.
- Departments of EEC & DESE are truly valuing the social emotional development of our young students and are supporting programs of PD to address the needs of preschoolers and families
- The small group discussions were very helpful, as well as the large group discussion at the end.
- The thoughtfulness and intentionality of how these were developed.
- Confirmation of common thought about what further needs to be added, considered, revised
- That there are additional levels to the roll out.
- Discussions especially about new grads and teacher prep programs. Is there an opportunity to bring reps from colleges//teacher prep programs together?
- Several insights shared will be considered in how it is incorporated (introduced and implemented with staff) thinking about implications for program development.
- Continue to support my teachers/staff in what they do and their focus on social-emotional skills
- The importance of *life-long expectation* for this process.
- Hope that social emotional learning is valued.
- I felt like I had a much better understanding of what this will look like in practice and how it will be implemented.
- These documents are a work-in-progress. Want input in our state's commitment to social/emotional learning.

- 3. What are the key ideas you want the developers to consider as a result of this focus group? Use the Framework grid below for your comments. Include additional comments on the back.**

Social – Emotional Development	Approaches to Play and Learning
Self-awareness Include the cultural competence lens in all work Think about families, CBO's public schools K/1aK more positives and an asterisk say when to refer for mental health considerations. Be careful with physical attributes Make examples more appropriate 2eK Relevance to cultural considerations	Initiative
Self-management Relevance to special needs re. autism Tie to infant/toddler learning	Curiosity Fine ways to define curiosity so it is clear to the field.
Social awareness Experiences Needs continual support from adults	Persistence and engagement
Relationship skills Aren't always sequential Practice Begins in families	Creativity
Responsible decision making Language is indicative of expectations Trial and error, learning by doing, reflecting on "what to do instead" and then to go back and make amends if needed.	Cooperation
	Problem solving
	Organization
	Memory

General suggestions:

- Focus on positive proactive approaches rather than negatives
- Integrate *people first language* and *family* throughout SE
- Instead of using complex numbering systems select one key word and put it in (c) so teachers can use it meaningfully in lesson plans. E.g. APL (initiative)
- Make connections between S-E and APL and other learning standards
- Incorporate language from *scientific method* into APL

Continuously consider developmental appropriate growth and development as it pertains to these frameworks. Also in public domain so many of my spec needs students requires tremendous support years of practice and rehearsal to achieve these skills.

For all of the indicators there needs to be information about diverse learners (ELL, special needs, etc.) in the guidance section.

Please consider:

- Guidance document – what does this look like in the program; how do educators structure the environment and activities to support children’s development of these standards?
- PD how will these be delivered to the field in a way that helps educators understand the standards as a foundation, and as integrated into a comprehensive system.
- Coaching & mentoring.

Increase cultural sensitivity awareness; increase differentiated learners; enhance use of some ____ i.e. references to “executive function”; Acknowledge continuum of skill development not mastery.

Address how families are involved across all standards. Overall train the teachers well. More supports with higher education resources for support for educators.

Use positive, strength based language and culture responsiveness in all areas of the standards.